Call for Papers and Posters for the INQAAHE Conference
Chinese Taipei, 8 – 11 April, 2013

The Conference accepts papers or posters on the sub-themes of the Conference. The Conference Program Committee welcomes any contributions on the sub-themes. Examples of topics for contributions are listed under each sub-theme. Paper and poster proposals will be assessed by members of the Conference Program Committee for compliance with the criteria for acceptance.

Conference Themes and Sub-Themes

Theme:

Managing Diversity: Sustainable quality assurance processes

Sub-Themes

1. The QA of cross-border education: from quality providers to quality assured provision

The QA of Cross-Border Education has turned into an essential topic in the agenda of the major HE systems all over the world. Agencies –and regional networks– have led the debate following the initiative of UNESCO-OECD on the Guidelines for Quality Provision in Cross-border Higher Education, issued in 2005. Cross border provision takes many faces, and each of them poses different challenges for quality assurance agencies.

Papers presented under this subtheme should address the ways agencies deal with the need to assess the provision of CBHE in various settings. A special attention on good practices on the definition of published general frameworks or criteria to facilitate the QA of CBHE is welcome.

Issues to be covered could include the following:

- Sharing responsibility for QA: role of the QA agency from the home country, and that of the agency in the receiving country.
- Main issues to be addressed in evaluating CBHE offerings: focus on the programme contents, delivery methods and resources, the quality of the academic staff.
- Consistency of the diploma awarded with similar diplomas granted in the home country; relationship of the diploma awarded with the receiving country's national regulations or quality criteria for similar programs (including the national qualifications framework when available).
- On-line provision and the challenge for QA mechanisms

- Information on quality assured provision: What can the QAAs regional networks do?
- Cultural-academic challenges in the provision of TNE

2. Innovative approaches to external QA in tertiary education: not a single approach towards excellence

Innovation is within the genome of tertiary education. QA processes must also be geared towards favouring innovation, and avoiding the bureaucratic burden of the procedures. But innovation is an overused word, needing a clear context to be entirely understood. In QA nowadays innovation means a plea for ways to rethink the current approaches, in order to develop QA processes that are sustainable in terms of financial and human resources; that effectively provide sound information on the quality of HE offerings; that allow higher education institutions enough flexibility to reach excellence; that take into account institutional and programme diversity.

The conference provides a forum for sharing and discussing innovative approaches and good practices for external QA in various settings and academic traditions; papers dealing with those or some of the following topics will be welcome:

- Analysis of QA approaches from the point of view of their potential to enhance innovation in tertiary education – ideally with some evaluation results.
- Innovation within the external QA agencies: How are agencies dealing with the changes in higher education? Have these changes impacted in their organization, their procedures or the standards they apply?
- Lessons learned from external review of agencies or from studies measuring the impact of QA processes, which have led to revised external QA processes.
- International benchmarking and innovative processes: the benefits of the regional networks.
- Good practices and mechanisms for their dissemination

3. Impact of QA and the effects of external and internal QA: regional perspectives to a shared issue

For many years, external assessment of QA focused on the activities of the agencies. Nowadays, it has become essential to learn about the effect of the introduction of QA practices on the actual operation of higher education institutions. On the other hand, budgetary constraints and economic difficulties in some regions push decision makers to require QA agencies a reflection on the impact of their processes.

Several countries, in different regions of the world, are carrying out such studies, asking stakeholders about their perceptions of the changes that QA has promoted in the higher education institutions they are associated with. This subtheme presents an opportunity to

share efforts and experiences on the analysis of external QA processes and to discuss the lessons that can be learned from them.

Issues to be covered could include the following:

- How can impact be defined and measured, taking into consideration the difficulty to isolate the effects of QA on the operation of HEIs?
- Reporting on information showing anticipated and unanticipated effects of the introduction of quality assurance processes on different dimensions of HEIs.
- Changes or adaptations in the QA processes as a result of information on the impact of external QA processes.
- Is there a 'regional agenda' related to the impact of QA according to different regional settings?
- Links between QA processes and other policy instruments in place.

4. National qualifications frameworks and their links to QA (including involvement of stakeholders)

National Qualifications Frameworks (NQF) are being set up in different national contexts all over the world as a regulatory and information tool. They have been promoted as a mechanism for favouring recognition of learning, contributing to national and international mobility of students, comparability of degrees and most of all, for providing transparent information on the level and complexity of HE qualifications within and outside the HE systems. The establishment of sound links between NQF and QA processes has lagged behind, sometimes even operating along parallel lines. This subtheme is meant to promote this dialogue, taking into account the views of different stakeholders; to look into different approaches to the design of NQF in the different regions and to analyse the ways in which these two mechanisms can work together to the benefit of students, graduates and society at large.

Some of the issues to be tackled in the papers are the following:

- Can NQF be a useful tool for recognition of foreign qualifications in those countries where they have been implemented?
- NQF as part of the 'division of labour' among different QA/transparency tools in the system.
- Different models to promote collaboration among the partners of higher education involved in NQF. Consultation processes.
- Can NQF hinder diversity and innovation in the institutions?

Requirements for Submissions

Paper Proposal

As the number of papers which can be presented is limited by the number of parallel sessions, only papers which cover topics with relevance to one of the sub-themes will be selected for presentation. Furthermore papers will be assessed against the following criteria:

- There is a clear focus of the paper which will be of interest to the participants of the conference.
- The argument, development, and structure of the paper are logical, coherent and understandable.
- The paper goes beyond a mere description of procedures or activities, to include an analytical approach that can be useful to participants in the conference.

A paper proposal should:

- indicate the conference sub-theme,
- state the topic covered in the paper,
- identify of the author(s),
- identify the organization of the author(s),
- specify any audio-visual requirements,
- be outlined in no more than 1000 words,
- be accompanied by a 100 – 150 word abstract,
- be prepared in 12 point Times New Roman font, and
- the file must be identified in the following way: number of the subtheme_last name of the author-last name of any co-authors (eg 3_martin-jara, which means it is a paper under subtheme 3, written by Martin and Jara).

Poster Proposal

Proposals for poster presentations on any topic related to one of the sub-themes will be considered. The poster format is well suited for delegates to present their quality assurance systems or procedures as this will facilitate a discussion between delegates of a range of aspects related to these procedures and for presenters to get feedback on these.

The poster should have a topic, the name(s) of the presenter(s) and should elaborate on its topics through text and/or graphics such as tables, drawings or charts.
A poster proposal should:

- be no more that 250 words in length
- identify the presenter(s)
- identify the organization of the presenter(s)
- include information on the title or topic,
- include an abstract explaining the intent of the poster,
- be prepared in 12 point Times New Roman font, and

- the file must be identified in the following way: p_last name of the author-last name of any co-authors (i.e. p_martin-jara, which means it is a poster presented by Martin and Jara).

Note: The conference organisers will provide poster boards. Presenters are responsible for bringing the poster to Chinese Taipei, for fitting it to the poster board and for being present at the board during breaks and the special poster session.

Timelines

All elements of the proposal must be submitted to the INQAAHE Secretariat by **November 15, 2012.**

Proposals must be sent to: **secretariat@inqaahe.org**

Contributors will be notified if their paper has been accepted from December 15 2012 and by January 31st 2013 at the latest.

The final version of papers should be submitted by **1 March 2013**.